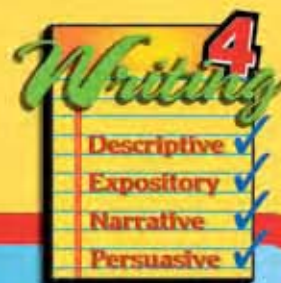


VISIT...

LANZAROTE
Caliente.COM



SADDLEBACK
EDUCATIONAL PUBLISHING



EXPOSITORY *Writing*

• *Directions*

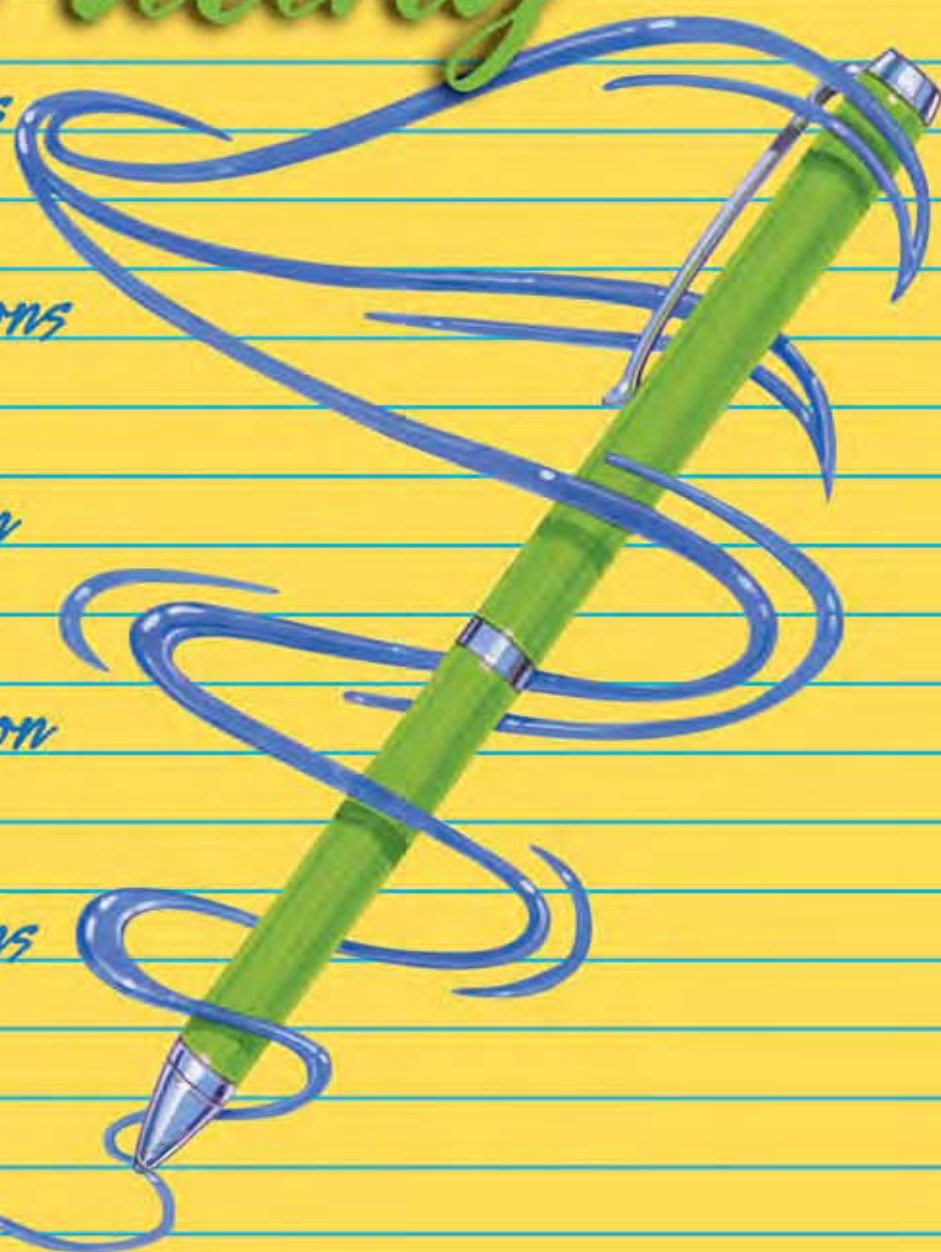
• *Explanations*

• *Discussion*

• *Information*

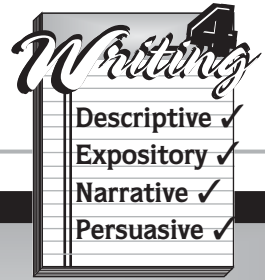
• *Instructions*

• *Analysis*





SADDLEBACK
EDUCATIONAL PUBLISHING



EXPOSITORY *Writing*

by EMILY HUTCHINSON

EXPOSITORY *Writing*

— *Writing*⁴ TITLES —

Descriptive Writing

Expository Writing

Narrative Writing

Persuasive Writing

Development and Production: Laurel Associates, Inc.
Cover Design: Image Quest, Inc.



Three Watson
Irvine, CA 92618-2767
Website: www.sdlback.com

Copyright © 2005 by Saddleback Educational Publishing. All rights reserved. No part of this book may be reproduced in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without the written permission of the publisher.

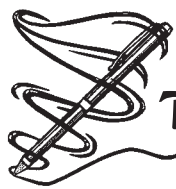
ISBN 1-56254-748-8

Printed in the United States of America

11 10 09 08 07 06 05 9 8 7 6 5 4 3 2 1

Contents

To the Student	4
LESSON 1: The Five Ws	6
LESSON 2: Messages	8
LESSON 3: Filling Out Forms	10
BASIC SKILLS PRACTICE: Prewriting: Gathering Resource Information	12
LESSON 4: Résumé and Cover Letter	14
LESSON 5: Office Memo, E-Mail	16
LESSON 6: How-To Directions	18
BASIC SKILLS PRACTICE: Sentences: Adding Details	20
LESSON 7: First-Aid Instructions	22
LESSON 8: Transportation Directions	24
LESSON 9: Product Warning Label	26
BASIC SKILLS PRACTICE: Grammar: Pronoun-Antecedent Agreement	28
LESSON 10: Product Labels	30
LESSON 11: Writing to Compare and Contrast	32
LESSON 12: Announcements and Invitations	34
BASIC SKILLS PRACTICE: Mechanics: Proofreading	36
LESSON 13: Planning for an Interview	38
LESSON 14: Taking Notes	40
LESSON 15: Short-Answer Test Questions	42
BASIC SKILLS PRACTICE: Vocabulary: Precise Word Choice	44
LESSON 16: Thesis Statements for Essay Questions	46
LESSON 17: Writing a Letter to Request Information	48
LESSON 18: More Letter Writing	50
BASIC SKILLS PRACTICE: Nouns	52
LESSON 19: Newspaper Story	54
LESSON 20: Problem-and-Solution Essay	56
LESSON 21: School Report: An Admirable Person	58
BASIC SKILLS PRACTICE: The Writing Process: Paraphrasing and Summarizing	60
FINAL PROJECT: Essay	62



To the Student



*How about it?
Can you count on your
writing skills to make
your meaning clear?*

*Check yourself out
by answering the
following questions!*

- Can you give other people easy-to-follow directions and explanations?

**EXAMPLES: how to tape a TV show
how a bill becomes law**

- Can you describe something clearly enough to create a vivid image in the minds of your audience?

**EXAMPLES: a dramatic thunderstorm
a movie star's mansion**

- Can you tell a story so well that your audience is fascinated from beginning to end?

**EXAMPLES: the history of baseball
the world's worst date**

- Can you usually persuade others to accept your opinion or take some kind of action?

**EXAMPLES: see a certain movie
register to vote**



Saddleback's WRITING 4 series will improve your written work—no matter what your purpose is for writing. If you make your best effort, the result will surprise you. You'll discover that putting words on paper isn't that much different from saying words out loud. The thought processes and grammatical structures are the same. Writing is just another form of expression; skill develops with practice!

Competent writers do better at school and at work. Keep that in mind as you work your way through these books. If you learn to write well, you're more likely to succeed in whatever you want to do!

*Are you ready to go for it?
Follow me—I'm off and running!*



Lesson 1 The Five Ws

The five Ws—who, what, when, where, and why—are important guidelines when you're writing to inform. Why? These key words remind you to include all the essential facts.

A. Read this bulletin board notice. Then answer the questions that follow.



ATTENTION PROM COMMITTEE!



The prom committee will meet in Room 314 on Thursday, March 4, at 3:30 in the afternoon. All those interested in helping us get organized are welcome to attend. At the first meeting, we will decide on a theme for the dance. We will also establish subcommittees for decorations, entertainment, chaperones, refreshments, and election of the king and queen and their court. Meetings will be held every Thursday at the same time and place until the last week of May.

PLEASE DON'T SIGN UP IF YOU CAN'T SERVE ON THE COMMITTEE UNTIL PROM NIGHT!

1. *Who* is invited to come to the meeting?

2. *What* is on the agenda for the first meeting?

3. *When* is the first meeting going to be held?

4. *When* are subsequent meetings?

5. *Where* will the meetings be held?

6. *Why* are the meetings being held? (What is their purpose?)



- B.** Think about the five Ws as you read this newspaper story that might have appeared in the 1920s. Then answer the questions that follow.

EDERLE FIRST WOMAN TO SWIM CHANNEL

On August 6, nineteen-year-old Gertrude Ederle became the first woman to swim the English Channel. She completed her swim faster than any of the men who have done it over the last 51 years! The hardy New Yorker took 14 hours and 31 minutes to cross the Channel. The best previous time was 16 hours and 23 minutes by an Italian swimmer, Sebastian Tirabocchi. That event took place three years ago, in 1923.

Miss Ederle entered the surf at 7:09 A.M. at Cape Gris-Nez, France. A few spectators were there, but she scarcely acknowledged them as she walked into the water. After five hours of swimming, she was slowed somewhat when the wind increased. But her biggest delay came at the finish. In England, Miss Ederle was held up again by customs officials who insisted on questioning her before allowing her on shore.

1. *Who* are the two people mentioned by name in this story?

2. *What* newsworthy feat is being reported?

3. *When* did it happen?

4. *Where* did it happen?

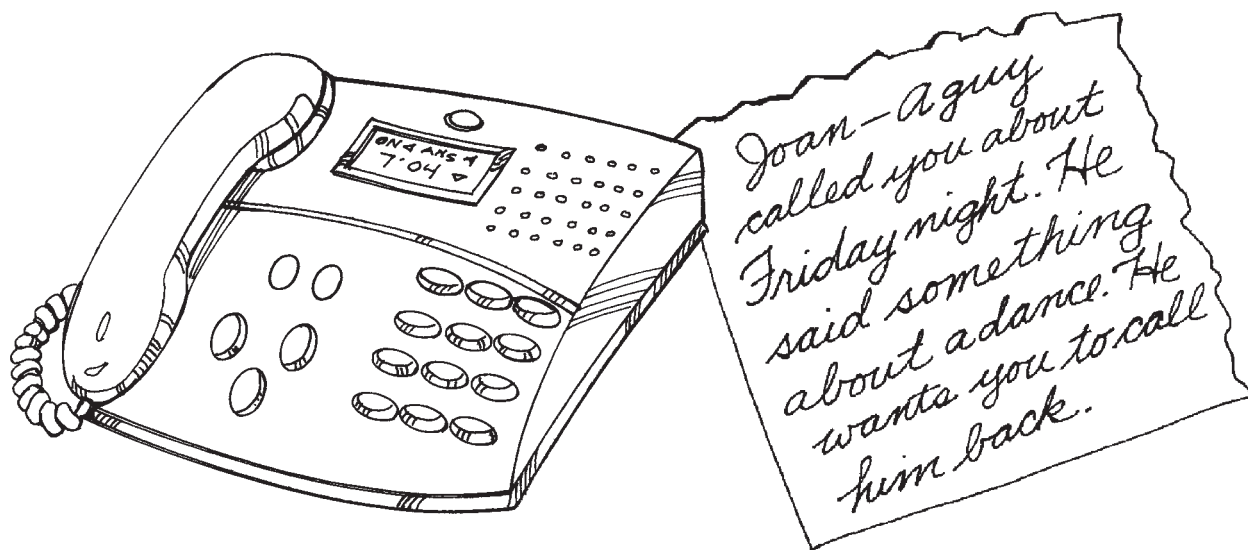
5. This article does not tell *why* Gertrude Ederle swam the English Channel. Use your imagination to complete the following sentence:

When asked why she wanted to be the first woman to swim the English Channel, Miss Ederle replied, “_____”

Lesson 2 Messages

Have you ever received a written message about a telephone call you missed? Did it give you enough information to return the call—or were some important facts left out? If you’ve ever received an incomplete message, you know how frustrating that can be.

- A.** Here’s an example of a poorly written message about a telephone call. You have a two-part task. First, determine what information is missing. Second, rewrite the message to make it complete. (You will have to make up some details.)



YOUR MESSAGE REWRITE



- B.** Practice taking a telephone message. Underline the important information as you read the following telephone conversation. Then write a message for Jake. Be sure to include all the information Jake needs to return the call.

YOU: Hello?

CALLER: Hello. Is Jake there?

YOU: No, he isn't. May I take a message?

CALLER: Yes. This is Barry Watson. I'm the manager of the new ice cream store on Birch Street. Jake applied for a part-time job here, and I want him to come in for an interview. Would you ask him to call me to arrange an appointment?

YOU: Of course, Mr. Watson. What would be a good time for him to call?

CALLER: Well, I'm here from noon to nine every day but Sunday. The phone number of the store is 555-3972.

YOU: Thank you, Mr. Watson. I'll give him the message.

CALLER: Thank you. Goodbye.

YOU: Bye.

YOUR MESSAGE TO JAKE

Lesson 3 Filling Out Forms

Businesses and organizations often require the use of informational forms. If you want to apply for a credit card, for example, you must fill out a special form. You will also fill out certain forms when you file tax reports, apply for a library card, or visit a doctor's office. What about buying insurance, applying for jobs, sending for rebates, or taking out loans? All these transactions require special forms.

A. Here's a form used by the United States Post Office. Suppose you're moving to a different house or apartment. Use the information below to fill out the form.

- You will move on the tenth of next month.
- Your new address will be 489 Erickson Avenue.
- You will live in the same city and have the same ZIP code that you have now.

OFFICIAL MAIL FORWARDING CHANGE OF ADDRESS FORM									
U.S. Postal Service CHANGE OF ADDRESS ORDER			Instructions: Complete Items 1 thru 10. You must SIGN Item 9. Please PRINT all other items including address on face of card.				OFFICIAL USE ONLY		
1. Change of Address for: (See instruction #1 above) ☐ Individual ☐ Entire Family ☐ Business			2. Start Date: Month Day Year			Zone/Route ID No.			
3. Is This Move Temporary? (Check one) ☐ No ☐ Yes, Fill in			4. If TEMPORARY move, print date to discontinue forwarding: Month Day Year			Date Entered on Form 3982 M M D D Y Y			
5. Print Last Name (include Jr., Sr., etc.) or Name of Business (If more than one, use separate form for each).						Expiration Date M M D D Y Y			
6. Print First Name (or Initial) and Middle Name (or Initial). Leave blank if for a business.						Clerk/Carrier Endorsement			
7a. For Puerto Rico Only: If OLD mailing address is in Puerto Rico, print urbanization name, if appropriate.									
7b. Print OLD mailing address: House/Building Number and Street Name (include St., Ave., Rd., Ct., etc.).									
Apt./Suite No.		or		PO Box No.		or ☐ RR/ ☐ HCR (Check one)		RR/HCR Box No.	
City		State		ZIP Code		ZIP+4			
8a. For Puerto Rico Only: If NEW mailing address is in Puerto Rico, print urbanization name, if appropriate.									
8b. Print NEW mailing address: House/Building Number and Street Name (include St., Ave., Rd., Ct., etc.).									
Apt./Suite No.		or		☐ PO Box No. / ☐ PMB No. (Check one)		or ☐ RR/ ☐ HCR		☐ PMB No. / ☐ RR/HCR Box No.	
City		State		ZIP Code		ZIP+4			
9. Sign and Print Name (see conditions on reverse) Sign: _____ Print: _____			10. Date Signed: Month Day Year			OFFICIAL USE ONLY Verification Endorsement			



B. Many employers require you to keep track of your working hours on a time card. Use the information below to complete the time card.

- For the date, use last week.
- Your usual working hours are 8:00 A.M. to 5:00 P.M. You get paid for eight hours of work (regular pay) and take a one-hour lunch (unpaid). In column 2, do *not* include your lunch hour. You get paid time-and-a-half for overtime, which is anything over eight hours a day.
- Monday was a holiday. It is paid as if it were a regular day.
- On Tuesday, you worked a regular day.
- Wednesday was a busy day. You worked from 8:00 A.M. to 7:00 P.M. You took a 30-minute lunch break.
- On Thursday, you worked a regular day.
- On Friday, you worked from 8:00 A.M. to 5:00 P.M. You went to the doctor from 2:00 P.M. to 3:30 P.M. This time is covered by sick pay.

TIME CARD					
Week of: _____					
Employee: _____					
DAY OF WEEK	TOTAL HOURS WORKED	REGULAR PAY	SICK PAY	VACATION PAY	OVERTIME
MON.					
TUES.					
WED.					
THURS.					
FRI.					

Prewriting: Gathering Resource Information

Suppose you are assigned to write an essay based on research. The quality and quantity of the information you gather is important. What questions about your subject are you going to investigate? Begin by listing these questions. Then consult the sources that are most likely to be helpful in answering your questions.

- A.** What topic will you select for your essay? You might want to write about politics, history, biology, culture, or ethics. Alternatively, you may write about anything else that interests you.

Write your essay topic here: _____

Now write five questions about your topic. After each question, write the source you would consult to get the answer. These sources might be encyclopedias, atlases, almanacs, newspapers, magazines, or documentaries. They might also include electronic databases on CD-ROMs or on the Internet, personal interviews of experts, biographies, or primary sources such as journals and diaries.

1. _____

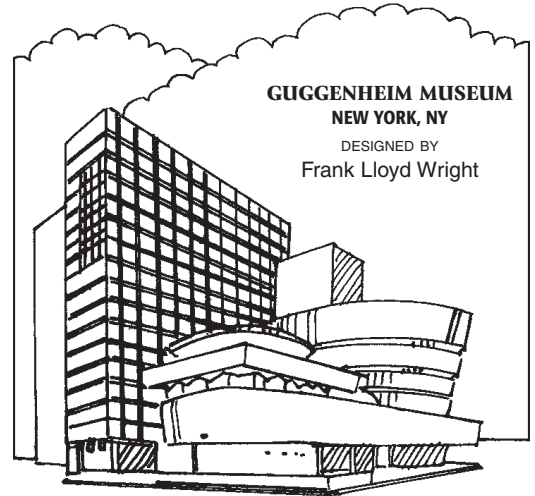
2. _____

3. _____

4. _____

5. _____

B. Here are the questions one student planned to answer about the topic, *Frank Lloyd Wright: Master Architect*. After each question, write a source that would likely have the answer.



1. When did Frank Lloyd Wright live? Who were his parents, and where was he born?

2. Suppose I want to visit Wright's most famous building, Fallingwater, near Mill Run, Pennsylvania. How far would I have to travel to see it?

3. Why did Wright say that he chose architecture as his career?

4. What is the price of admission to New York City's Guggenheim Museum, a building designed by Wright?

5. Suppose I visited Taliesin West, the winter home of the Frank Lloyd Wright School of Architecture in Scottsdale, Arizona. What recreational and cultural activities would be available to me in that area?

6. What did some of Wright's clients think of the buildings the gifted architect designed for them?

7. What kind of childhood did Frank Lloyd Wright have?

8. Frank Lloyd Wright was married three times, yet he is buried next to a woman he never married. What's the story behind that?

Lesson 4

Résumé and Cover Letter

A résumé is a written statement of your own background. Serving as an introduction, it lists personal information such as your address and phone number. It also outlines your education and lists your work experience, duties, and skills. The usual purpose of a résumé is to impress a future employer enough to give you a job interview.

An effective résumé isn't too long or wordy. Your goal is to supply pertinent information as clearly and concisely as possible.

A. Read these groups of sentences or phrases that might appear on a résumé. Put a check mark (✓) by the one you think is *most* likely to get you an interview. (Hint: Look for specific details.) Then explain why you chose that sentence.

1. ☐ I was in charge of sandwiches.
☐ I made many sandwiches each day.
☐ Prepared 15 sandwiches per hour.

2. ☐ My duties included filing correspondence.
☐ Filed correspondence for three attorneys.
☐ I was the only file clerk in a busy law office.

3. ☐ Greeted clients, answered the phone, and made appointments.
☐ Was the receptionist at Johanssens's Hair Salon.
☐ Worked at Johanssens's Hair Salon.

4. ☐ I decided to open a bike-repair shop.
☐ Owned and operated a busy bike-repair shop for two years.
☐ Was the owner of a bike-repair shop.

5. ☐ Among other duties, closing the shop at night was a job assigned to me.
☐ I was the one who had to close the shop at night.
☐ Closed the shop and secured the building at the end of each workday.



When you send a résumé to a potential employer, you need to send a cover letter as well. The best cover letters are short and to the point. Here is an example of an appropriate cover letter.

1132 Erickson Avenue
Fountain Valley, CA 92728
May 6, 2004

Jasmine E. Martinez, Manager
Martinez Framing Shop
483 Elmhurst Drive
Fountain Valley, CA 92728

Dear Ms. Martinez:

Having seen your ad for an assistant in Saturday's newspaper, I would like to apply for the job.

I will be graduating from high school in June and will then be available for full-time work. I am an avid amateur photographer, and I have some experience framing my own photographs for various exhibits and contests. I am eager to learn more about framing photographs, posters, and fine art.

My résumé is enclosed.

Sincerely,

Janet Summers

Janet Summers

- B.** Using the example as a model, write a cover letter of your own on a separate piece of paper. Address it to the Human Resources Department, Capital City Insurance Company, 1837 C Street, Sacramento, CA 95813. You're answering an ad for a receptionist. Include any additional information you think is important.

Lesson 5



Office Memo, E-Mail

A *memo* is a short note meant to communicate a message within an office or within a company. Correct spelling and grammar are just as important in a memo as they are in more formal business writing. When you write a memo, make your point by using simple words and short, complete sentences. Stick to the facts that matter, using a topic sentence, supporting sentences, and a closing.

- A.** Imagine that you have just been promoted. You are now the manager of a sandwich shop. You are writing a memo to all the employees, letting them know you are open to ideas for improvement. You want these ideas brought to you either before or after the employees' shifts. Alternatively, they may call you at home between certain hours.

To organize your ideas, complete the outline below. Then write the memo on the shop's memo form.

OUTLINE

TOPIC SENTENCE: _____

SUPPORTING SENTENCES: _____

CLOSING SENTENCE: _____

MEMO

Date: _____

To: _____

From: _____

Regarding: _____

Message: _____



E-mail, like an office memo, is less formal than a regular business letter. Business e-mail, however, is more formal than the casual e-mail you exchange with your friends. Follow these rules for business e-mail:

- Do not use playful images such as smiley faces.
- Do not use abbreviations such as “How R U?”
- If possible, keep your message short enough to fit on the screen.
It’s best if your reader does not have to scroll down to read it.
- Use standard spelling and grammar.

B. Imagine that you work for a florist. A customer has ordered a flower arrangement to be delivered to an address in another state. The customer wants pink roses, white orchids, yellow daffodils, and purple irises. She does not want to spend more than \$90.00. You will have the order filled by a friend of yours who has a floral business in that state.

Write an e-mail to your friend describing the arrangement and saying where to deliver it. (You’ll have to make up an address.) Discuss payment arrangements as well. (Tell your friend to send an invoice and you’ll send a check, minus your 20 percent commission.)

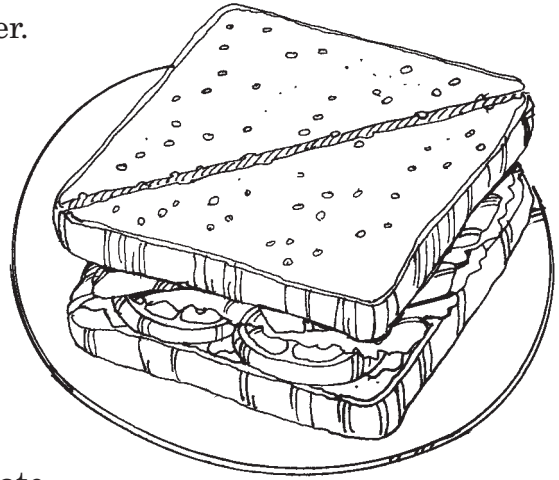
Lesson 6

How-To Directions

“How-to” directions explain the steps involved in completing a process from start to finish. Effective step-by-step directions are written in the order in which the steps should be carried out. A good way to organize such directions is to use a list marked by bullets (•), numbers, or letters.

A. Rewrite the steps below in chronological order.

1. Arrange lettuce and tomato on the other slice of bread.
2. Arrange turkey slices and cheese on one slice of bread.
3. Assemble these supplies on the counter: loaf of bread, sliced turkey, sliced cheese, lettuce leaves, sliced tomato, mayonnaise.
4. Place the bread slices side by side on a plate.
5. Put a thin layer of mayonnaise on each slice of bread.
6. Slice sandwich in halves or quarters.
7. Put the two halves of the sandwich together.
8. Remove two slices of bread from the package.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



B. Write step-by-step directions for any one of the following processes (or any topic of your own choosing). Break the job into at least nine steps.

• how to cook your favorite recipe

• how to paint a room

• how to play your favorite game

• how to set a table

• how to wrap a birthday present

• how to wash a car

• how to make an ice cream sundae

• how to give a dog a pill

How to _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

Sentences: Adding Details

Details make your writing clearer and more interesting. Descriptive adjectives and adverbs are useful details. You can also use phrases and clauses that give more information about your topic. Compare the example sentences to get an idea of the difference a few details can make.

EXAMPLE SENTENCES

- Maria has a dog.
- My friend Maria has a golden retriever whose fur is the same beautiful color as her own hair.

A. Try your hand at adding details to make these boring sentences more interesting.

1. Dan got a haircut today.

2. Maureen ordered a sandwich for lunch.

3. Jack's grandfather gave him a car.

4. Barbara wore an interesting outfit to the club.

5. Roger inherited a desk from his aunt.

6. Janice prepared dessert for her family.

7. Wesley is taking karate lessons.

8. Sylvia painted her bedroom.

9. Jacob gave a speech.

10. Antoinette makes necklaces.

[illegible]

Lesson 7 First-Aid Instructions

First-aid instructions must be clear, easy to understand, and listed in step-by-step order. Remember that the reader must be able to quickly see what to do and what not to do! Often, first-aid instructions are presented in a bulleted or numbered list. Sometimes, they are also accompanied by illustrations. Here is an example:

FIRST AID FOR A CHOKING VICTIM, AGE 12 MONTHS TO ADULT

Symptoms: Person has difficulty speaking, coughing, or breathing

If you suspect that the airway is blocked by a foreign body, perform the Heimlich maneuver:

1. Stand behind the victim and wrap your hands around his or her waist.
2. Make a fist with one hand. Place the thumb side of your fist against the victim's abdomen halfway between the navel and the end of the breastbone.
3. Grab your fist with your other hand. Press the fist onto the abdomen with a quick upward and inward thrust (see illustration).
4. Repeat the Heimlich maneuver up to five times. Check to see if object has been coughed up.
5. Continue the Heimlich maneuver in cycles of five abdominal thrusts until one of the following occurs:
 - a. The obstruction is expelled from the mouth.
 - b. The person loses consciousness.
 - c. Medical help arrives.





Following the example on page 22, write first-aid instructions for treating minor cuts and wounds. Before you begin, read the following paragraphs. Use whatever information you think is necessary. You may use a bulleted list, a numbered list, or a lettered list. If you wish, add an illustration.

The most important thing to remember in treating minor wounds is to prevent infection. Never put your mouth over a wound, breathe directly onto a wound, or touch the wound with your bare hands. Any of these actions would spread bacteria that could infect the wound.

The wound and surrounding skin must be cleaned immediately. Use soap and warm water, wiping away from the wound. In the case of active bleeding, hold a clean pad (clean handkerchief or clean cloth) firmly over the wound until the bleeding stops. If bleeding continues, add pads. Do not remove first pad. Do not use any fluffy material as a pad.

To help stop the bleeding, bandage the wound tightly with a triangular or rolled bandage. If bleeding does not stop, seek expert medical help immediately.

	ILLUSTRATION

Lesson 8 Transportation Directions

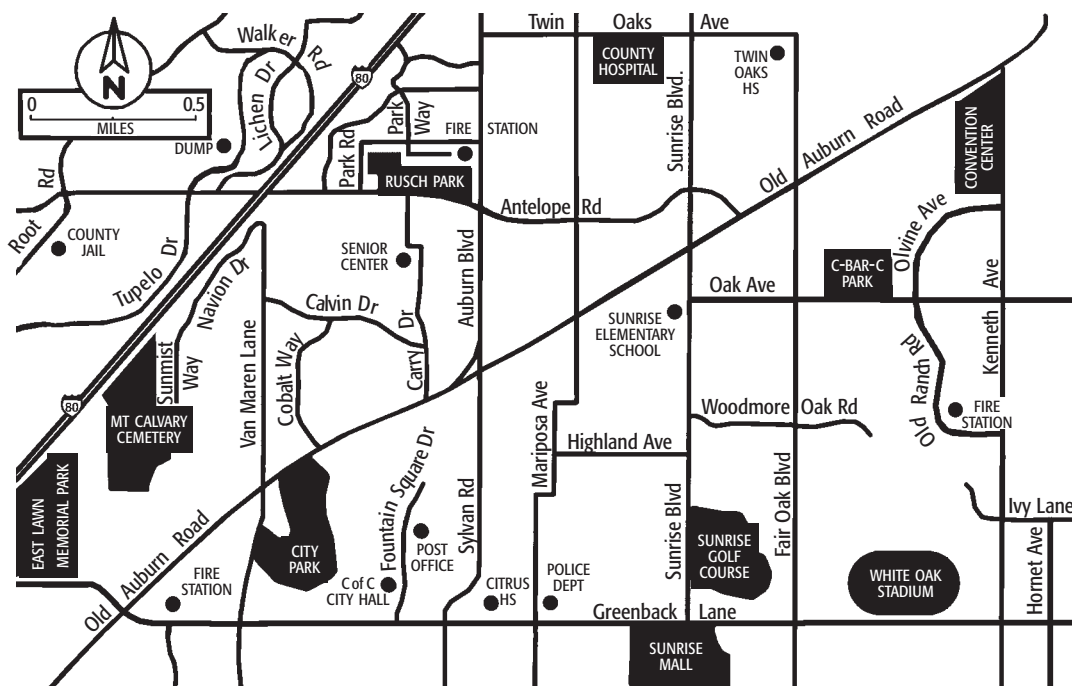
Suppose someone asks you for directions from one place to another. You can be sure that he or she wants those directions to be as simple as possible. Information about landmarks such as “the big oak tree” is not very helpful. The most useful information is clear, direct, and specific. Suppose you asked someone for directions. Which of these two sentences would you rather hear? Put a check mark (✓) in the box next to the better answer.

☐ When you get to the corner of Fifth and Maple, turn left and go four blocks to Quince.

☐ When you see the house with the English garden in front, you're almost there.

No doubt you'd prefer the first. It gives exact information that is easy to verify.

A. Study this map. Then read the directions that follow. Use your finger to trace the route on the map.



To get from Sunrise Mall to Rusch Park:

- Go west on Greenback Lane until you get to Sylvan Road.
- Turn right and go about $1\frac{1}{2}$ miles to Antelope Road. (Notice that Sylvan Road becomes Auburn Boulevard when you cross Old Auburn Road.)
- Keep going straight until you get to Antelope Road.
- You'll see Rusch Park at the northwest corner of Antelope Road and Auburn Boulevard.



- B.** Using the map on page 24, write directions from City Hall to Mt. Calvary Cemetery.

- C.** Now, choose any two places on the map that are least two miles apart. Write directions on how to get from one to the other.

9



Product Warning Label

Have you noticed that many products have warning labels? This information explains the dangers of misusing the product and suggests cautions for safe use. Here is an example from a bottle of nail polish:

CAUTION

- Flammable. Keep away from heat and flame. Keep out of the reach of children. Harmful if taken internally.
- In case of accidental ingestion, contact the local Poison Control Center and seek emergency medical treatment.
- May be harmful to clothing, furnishings, and plastic.



A. Write your own product warning label for a container of medicine. Be thorough! Explain the purpose of the medicine, directions for use, and warnings about misuse. Invent any details that seem reasonable to you.

[illegible]



- B.** Now imagine that you have designed a new toy for children. First, draw a picture of your toy and describe it.

- C.** Now write the product warning label for your new toy. Don't forget to include warnings about the packaging itself.

Grammar: Pronoun-Antecedent Agreement

Remember that each pronoun in your writing must agree with its *antecedent* in number and gender. (An antecedent is the noun or nouns to which the pronoun refers.) Here are a few examples:

Sandra carried a bright pink umbrella as she took a stroll in the park.

Bobby and Ted walked through puddles, getting their boots and socks all wet.

A word's *gender* shows whether it is masculine, feminine, or neuter.

A. Draw an arrow from the underlined pronoun to its antecedent. Then, if the sentence shows pronoun-antecedent agreement, write "correct" on the line. If not, rewrite the sentence correctly. The first one has been done for you.

1. When the museum opened, crowds of people swarmed through their doors.

When the museum opened, crowds of people swarmed through its doors.

2. A young woman sat before an easel, her eyes fixed on the canvas.

3. A large crowd gathered around the woman as he painted.

4. Ms. Stevens has a hobby that she thoroughly enjoys.

5. She chooses paintings she likes and makes copies of it.

6. Artists who copy the masters improve your own techniques.

7. Many artists have made copies of great masterpieces, selling it to clients.

8. Not everyone wants to sell the copies they have made.

9. Sally copies great paintings because she cannot afford to buy it.

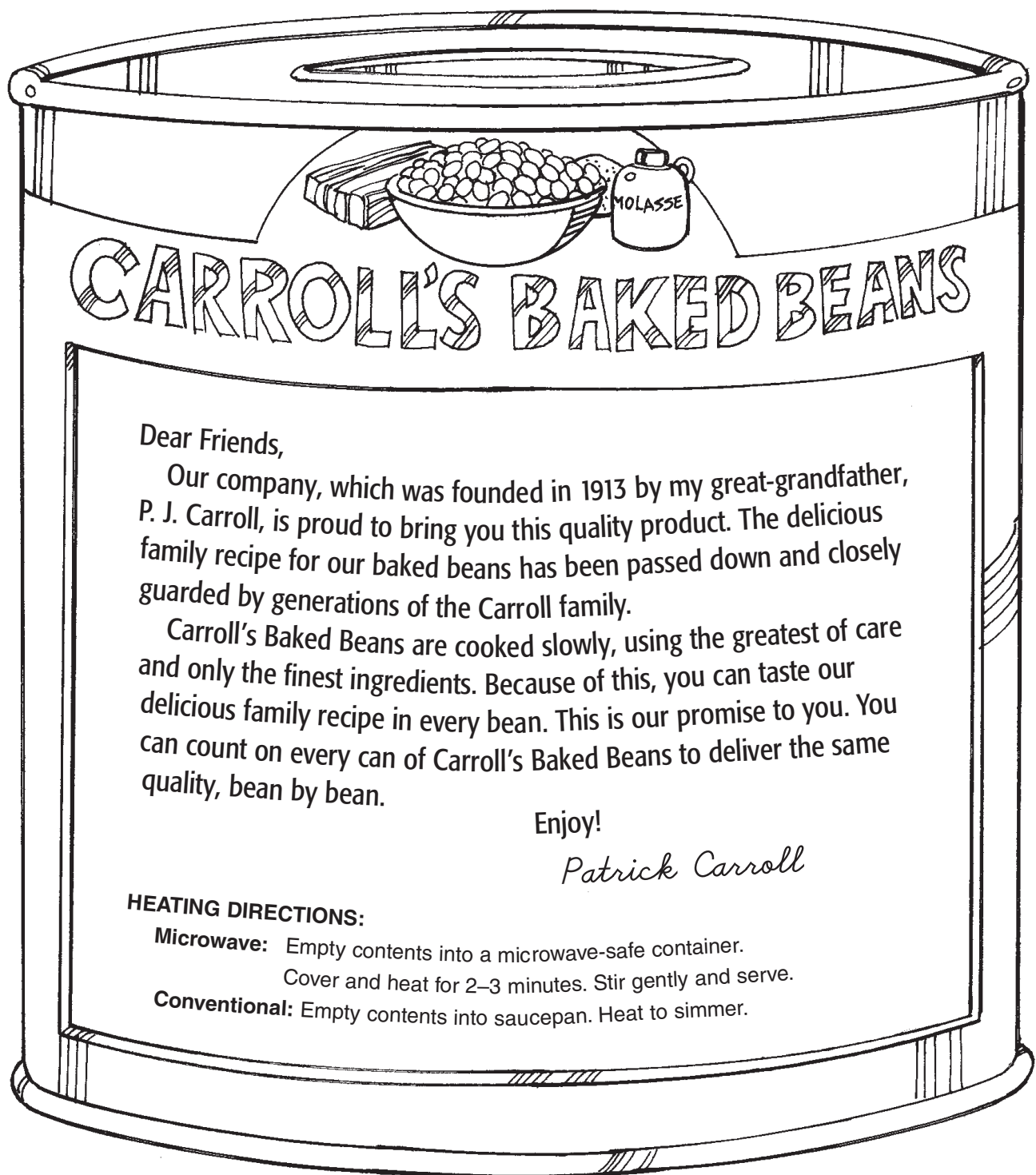
10. To prevent forgeries, a copy cannot be the same size as the original they represent.

- Since the day they opened in November 1793, the Louvre has allowed artists to copy the masterpieces it owns. In fact, it encourages you to come in and paint copies. French citizens fill out a simple form stating the date he wishes to begin and the painting he wishes to copy. Non-French artists must also attach a copy of your passport and a recommendation from your embassy. The Louvre has an official stamp that she affixes to both sides of each copy. Copies of masterpieces must be one-fifth smaller or larger than originals, and it must also be inspected before leaving the museum.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Lesson 10 Product Labels

Food product labels often list more than just the contents and nutritional facts. They might give heating directions, special recipes, or interesting information about the product. Here is part of a product label for an imaginary brand of baked beans:





Imagine that it is your job to write a product label for a packaged food. Using the example on page 30 as a model, write a label for that food. Include cooking directions and suggestions for serving. In addition, write a brief letter to the consumer. In your letter, try to convince your customer that your product is truly special. You might also wish to include nutrition facts, a list of ingredients, and a company address.

(PRODUCT NAME)

(LETTER TO THE CONSUMER)

(COOKING DIRECTIONS, SERVING SUGGESTIONS, NUTRITIONAL FACTS, INGREDIENTS, COMPANY ADDRESS)

Lesson 11



Writing to Compare and Contrast

When writing to compare, you show how two things are alike and/or different.
When writing to contrast, you focus only on the differences between two things.

A. Read the following list of pairs. For each pair, consider whether you would rather discuss how the items are similar (compare), how they are similar and different (compare), or only how they are different (contrast). Explain why you think so. As an example, the first one has been done for you.

1. *a vegetarian diet / a vegan diet*

Contrast. Because these two diets are very similar, presenting the one major difference (i.e., a vegetarian diet allows dairy and eggs) would be the most concise way to differentiate the diets.

2. *swimming in a river / swimming in a pool*

3. *your two favorite books of fiction*

4. *attend college / attend trade school*

5. *living in an apartment / living in a house*

6. *being an only child / being one of several children*

7. *shopping online / shopping in a store*



- B.** Now choose three sets of pairs from page 32. For each one, write two supporting sentences that could be used in an essay of comparison, comparison and contrast, or contrast about that topic. Use the example as a guide.

Example: Gen. Robert E. Lee /
Gen. Ulysses S. Grant

1. Lee was tall, handsome, and
always wore an impressive
uniform with a sword belted
at his waist.
2. Grant, short and rough-looking,
wore a rumpled blue private's coat
with his general's stars tacked to
the shoulders. He carried no sword.



Topic 1: _____

1. _____

2. _____

Topic 2: _____

1. _____

2. _____

Topic 3: _____

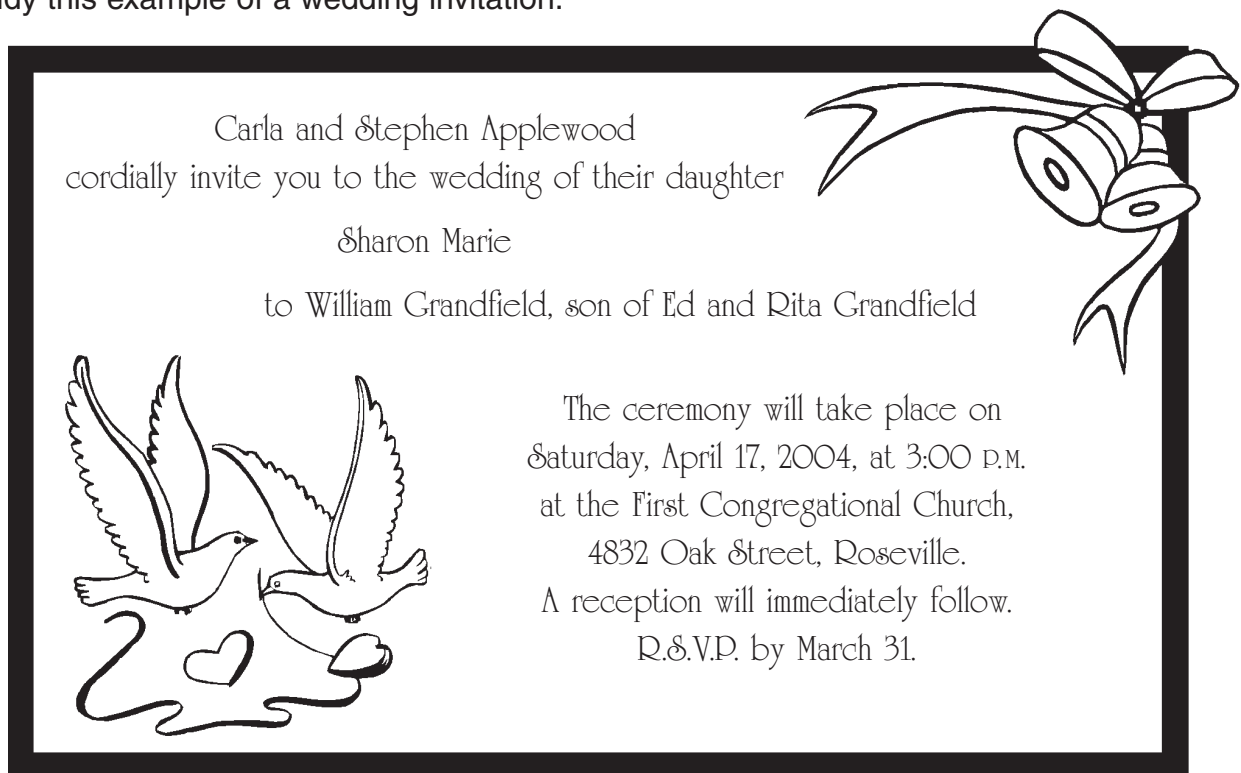
1. _____

2. _____

Lesson 12 Announcements and Invitations

Suppose you were about to graduate from high school or college. You'd be eager to announce the good news to family and friends, wouldn't you? Graduations, weddings, births, birthdays, anniversaries—all these events prompt us to send out announcements and invitations.

Study this example of a wedding invitation:



- A.** Write your own announcement or invitation on the lines below. Be sure to include important details such as who, what, when, where, and why.



Sometimes, of course, sad news, such as someone's death, must be announced. This type of announcement is called an *obituary*. Obituaries usually appear in newspapers and magazines. They usually include highlights of the person's life, including dates of birth and death. They may also name surviving family members, and tell how the person will be remembered.

- B.** Write two obituary announcements on the lines below. Your subjects may be real people (former presidents, inventors, musicians, friends, or relatives) or fictional characters (Scrooge, Paul Bunyan, Homer Simpson). Use actual dates and biographical facts if you're writing about real people who have died. Make up appropriate details about fictional characters.

OBITUARIES

1.

2.

Basic Skills Practice

Mechanics: Proofreading

Error-free work makes a great impression. Take the time to check your manuscript for careless mistakes! Proofreading is one of the last steps in the writing process. When you proofread, you mark errors in your work so you can correct them in your final draft. Study the standard editing marks in the chart below.

EDITOR'S MARK	MEANING	EXAMPLE
	delete	The the fish swam away.
	capitalize	<u>four</u> students got perfect scores.
	use lowercase	The B allerina wore a blue tutu.
	insert a word	Doris has a cup ^{of} coffee.
<i>RO</i>	run-on sentence	The bell rang ^{RO} a child was at the door.
<i>frag.</i>	sentence fragment	<i>frag.</i> Throughout the entire year.
<i>sp</i>	spelling error	Barbara was embarrased. ^{sp}
	transpose letters or words	Marna wrote <u>et</u> stories <u>four</u> for the magazine.
	add a period	Jack gave Georgia a bracelet.
	add a comma	We grow oranges [,] lemons, and peaches.
	add an apostrophe	Sara's favorite color is pink.
	add quotation marks	Erin replied, "I'd love to!"
	begin a new paragraph	"Welcome to our home!" said Marie. ¶ "Thanks for inviting us," said Carl.
	make a space	Do you like chocolate [#] milk?
	close a space	Where's the flash ^C light?

Use the proofreading marks on page 36 to indicate necessary changes in the items below. Then write the sentences correctly on the lines.

1. The Vaganova ballet academy is a dance school in St. Petersburg.

2. This russian ballet school was founded in 1738

3. The school is is named after Agrippini vaganova, one of its Teachers.

4. Potential students have must a medical examin ation before enrolling.

5. Classesand practice each day, six days a weak, for eight years.

6. For every student admitted, nine are turned away about 60 are admitted each year.

7. For practice, students may ware tights leotards and shorts.

8. Wouldnt you like to join american ballet company? Emma asked. I'd prefer to study someplace in europe Mikhail replied



Planning for an Interview

Before you can be hired for a job, you will be interviewed. A good way to prepare for an interview is to make a list of questions you are likely to be asked. Then, prepare a good answer for each question.

A. Here are some questions a job interviewer might ask. Write good answers to the questions. Use complete sentences as you try to project an image of confidence and strength.

1. Why do you want to work here?

2. Do you have experience in this kind of work? What have you done?

3. How will you get to work every day?

4. What are your strengths as an employee?

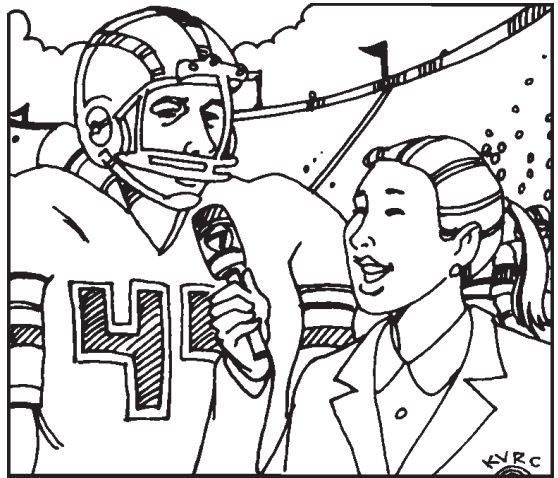
5. What are your weaknesses as an employee?

6. Why should we hire you instead of someone else?

7. Why did you leave your other jobs?



Interviews are not always about jobs. You might conduct an interview to get information from an expert, an eyewitness, or a celebrity. Perhaps you want to interview a grandparent about family history. Or maybe you're after first-hand information about how it felt to make a winning touchdown.



- B.** Think of someone you'd like to interview. Who is it?

Why do you want to interview this person?

Think about the things your readers would want to know. Finally, write a list of questions you would ask. Then, write the answer you think that person might give. Use your imagination!

1. QUESTION: _____

ANSWER: _____

2. QUESTION: _____

ANSWER: _____

3. QUESTION: _____

ANSWER: _____

4. QUESTION: _____

ANSWER: _____

5. QUESTION: _____

ANSWER: _____

Lesson 14 Taking Notes

Good note-taking skills are important in everyday situations as well as in school. When you take notes, be sure to include information about *who*, *what*, *when*, *where*, *why*, and *how*. Since notes are for your own personal use, you don't have to use complete sentences. Use phrases that will help you remember the information you will need later.

A. Explain how notes can help in each of the following situations. Write the specific information each person should include in his or her notes.

1. Myra needs to go to the main county library. She hasn't been there before.

2. Jon is the only one at home. Someone calls and wants to leave an important message for Jon's father.

3. David is comparing computer prices. As he calls and visits many stores, he is learning about many different brands, features, prices, and options.

4. Alicia needs to get to her new job. She will have to take three different buses to get there.

5. Jerome is watching TV. He sees a story about a skateboarding contest in town. He wants to go and see it.

6. Pat is listening to a lecture in his history class. It's about the Vietnam War. The test will be in a week.

- [illegible]

Life expectancy: 20 years.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Lesson 15 Short-Answer Test Questions

Short-answer tests usually require no more than two or three sentences to answer each question. When you take a short-answer test, make your answers direct and to the point. Write in complete sentences and stay focused: Don't include any information that was not specifically requested.

Scan each of the five questions and sample answers in this lesson. Then describe what's wrong with each sample answer.

Now, using the information provided, write a *better* answer for each question.

1. What causes earthquakes?

Sample answer: The severity of an earthquake can be measured by an instrument called a *seismograph*. Sensitive seismographs can detect strong earthquakes from any part of the world. Forces deep within the earth continually affect the earth's surface. The energy from these forces is stored within the rocks. When this energy is released suddenly, an earthquake occurs.

2. Name two important non-native explorers of North America. Tell where they came from, what they did, and when they did it.

Sample answer: Ponce de León came from Spain and explored Florida in 1513. This was about 21 years after Christopher Columbus discovered America. Another famous explorer was Hernando Cortés, a Spanish adventurer who conquered Mexico in 1519–1521. His name is also spelled Cortez. I think that what Cortés did to the Aztecs was just terrible.



3. What is a “hung jury,” and how does it affect a trial?

Sample answer: A jury that is unable to reach a verdict of guilty or not guilty is called a “hung jury.” When this happens, the result is a mistrial. One stubborn juror caused a hung jury in a recent murder trial in our city. If prosecutors want to bring the case to trial again, they must start over.

4. What is the popular name for the Mesozoic Era, and what period of time did this era cover?

Sample answer: The Mesozoic Era is more popularly known as the Age of Reptiles. This era began 245 million years ago and lasted for 180 million years. The word “Mesozoic” comes from the Greek word *mesos* (middle) and *zoön* (animal). No humans were alive during this time.

5. What is the Taj Mahal? Who built it, and when?

Sample answer: We visited the Taj Mahal on our trip to India last year, and it was the highlight of our vacation. The Taj Mahal is a marble mausoleum in India. It was built in the seventeenth century by a king for his wife. This structure usually appears on lists of the most beautiful buildings in the world.

Vocabulary: Precise Word Choice

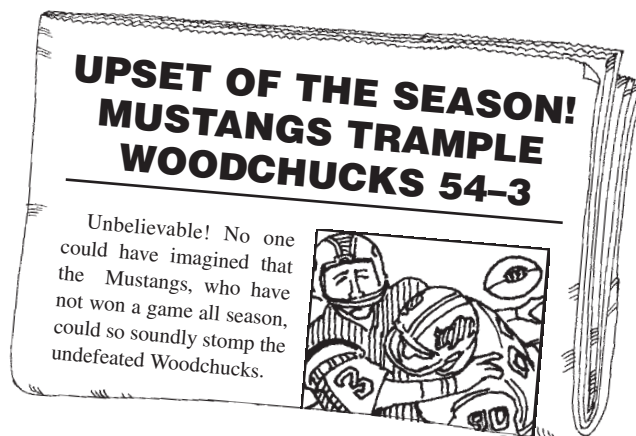
Have you ever noticed that some words and phrases are overused? If someone tells you that he had a “nice time” at a party, what does he mean? If someone else says that the party was “good,” what does she mean? Your communication will be much more effective if you use words that have precise meanings.

A. Replace each underlined word with a more precise synonym. Refer to a dictionary or a thesaurus if you need to. Be careful with connotations (the *suggested* meanings of words).

1. Rebecca bought a very (cute) _____ dress for the dance.
2. Marlene was such a (good) _____ Web site designer that she got a raise after just six months.
3. No one wants to babysit there because those children are so (bad) _____.
4. George (said) _____ to the operator that his neighbor's house was on fire.
5. The last movie Robert saw was especially (scary) _____.
6. After their long separation, Rosa was (happy) _____ to see her old friend again.
7. When Stanley's parents saw his poor report card, they were very (sad) _____.
8. The (pretty) _____ sunset was a fitting end to a perfect day.
9. Sara and Erin (went) _____ to the neighbors' house to report the emergency.
10. The gardener did a (nice) _____ job in the backyard.
11. The ice cream was so (good) _____ that Carla had a second serving.
12. The defendant (said) _____ that he was not guilty.

Can you imagine how boring sports news would be if the reporters didn't vary the language a bit? What if sports writers used only the words *lost* and *won* to describe the results of a game? The excitement of the story would be lost. When writers discuss sports, they make it interesting by using many different synonyms for *lost* and *won*.

B. For each score below, write a news headline that would describe the outcome of the game. Each time, use a different synonym for *lost* or *won*. Refer to a thesaurus for help. Make sure your synonym is appropriate. That is, do not use a word like *overwhelmed* for a score of 24 to 23.



1. Center High 144, East High 88

2. Washington 12, Jefferson 10

3. Sierra 48, Alemany 6

4. San Mateo 12, Burlingame 4

5. Galileo 24, Columbus 23

6. Springfield 8, Woodside 2

7. Taylor 143, Polk 70

8. Ross 43, Jamestown 38

Lesson 16 Thesis Statements for Essay Questions

In a composition, the *thesis statement* is a statement of purpose. It usually appears in the first paragraph. A good thesis statement for an essay fulfills the following requirements:

- It is a complete sentence.
- It expresses an attitude or an opinion.
- It is limited to one clear idea.
- It is a statement that can be argued.

A. Read each item. Write *yes* if it is an arguable thesis statement for an essay. Write *no* if it is not.

1. _____ A child's first five years.
2. _____ Attending school is a privilege that we should not take for granted.
3. _____ A diet that is low in carbohydrates is the best way to maintain a healthy weight.
4. _____ Los Angeles and New York are about 3,000 miles apart.
5. _____ I would like to discuss the air conditioning system in our school.
6. _____ High ticket prices and athletes that are paid too much.
7. _____ The 2002 Olympic Games were held in Salt Lake City in the United States.
8. _____ Changing your bedspread will give a new feel to your room, but don't forget to hang new curtains, too.
9. _____ Francis Scott Key wrote "The Star-Spangled Banner" in 1814.

Reread each item you thought was *not* a good thesis statement. Then write an improved version of each item on the lines below.



B. Write a good thesis statement based on each of these topics.

1. *traveling*

2. *cell phones*

3. *twins*

4. *big-city life*

5. *vacations*

6. *after-school jobs*

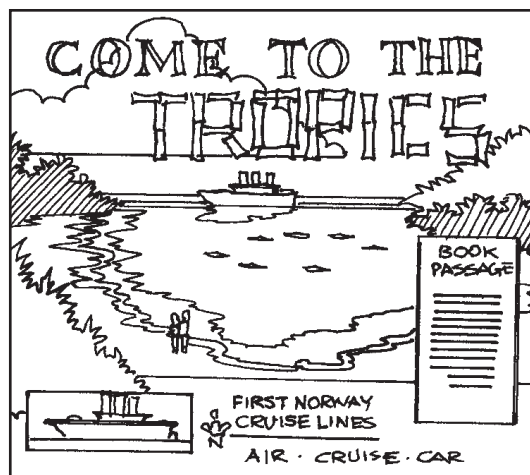
7. *the use of makeup*

8. *dressing in style*

9. *wearing uniforms to school*

10. *being an only child*

11. *music*



Lesson 17 Writing a Letter to Request Information

In a letter requesting information, you should get right to the point. Reveal the information you want and ask any questions you have. Follow the same format that you would use for any business letter:

- Include your address so the reader can send a reply.
- Include the address of the person to whom you are writing.
- Use a formal greeting followed by a colon.
- Keep the body of the letter brief, clear, and polite.
- Use a polite closing followed by a comma.
- Thank the person for his or her assistance.
- Include your signature above your typed or printed name.

Here is a letter requesting information from the editor of *Aquarium* magazine. Notice that the writer gets directly to the point, presenting her questions simply and clearly.

859 Oak Avenue
Lexington, KY 40511
June 18, 2005

Editor, *Aquarium* Magazine
P.O. Box 83224
Campbell, CA 95008

Dear Sir or Madam:

I'm writing to ask about clownfish. I've always liked them, but I've never had one in my saltwater aquarium. I'm planning to get two or more of these fish, and I'd like you to answer a few questions. Is a five-gallon tank large enough for clownfish, or do I need a larger tank? Can I keep clownfish in the same tank with seahorses? What kind of food should I get for clownfish?

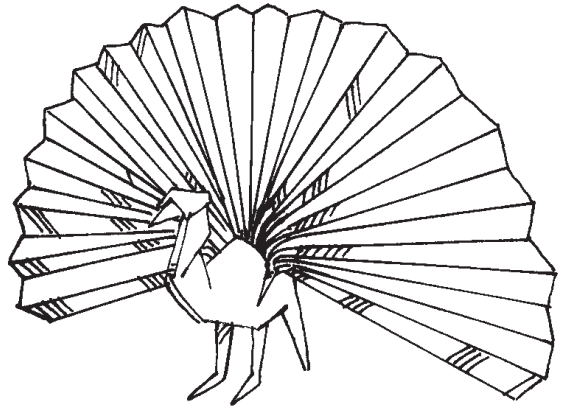
Thank you for your help.

Very truly yours,

Janice Owen
Janice Owen

Possible topics:

zebras

[illegible]

Lesson 18 More Letter Writing

The letter you wrote in Lesson 17 was a business letter. Not all letters follow the same format. In a friendly letter, you don't need to include the address of the person to whom you are writing. The greeting has a friendlier tone and is followed by a comma. The closing is also friendlier than in a business letter. Notice the conversational format and tone of the example letter on the right.

683 Antelope Road
Camden, NJ 08101
June 15, 2004

Dear Cameron,

Congratulations on your graduation from high school! Uncle John and I are so proud of you.

I wish we could have been there to see the ceremony, but, as you know, John has been quite ill. He sends his love.

We're both looking forward to your visit this summer. Maybe we can play a few duets on the piano.

Affectionately,

Aunt Carolyn

- A.** In the space below, write a friendly letter of congratulations to a friend or relative. Follow the format used in the example.

_____,	

B. Write the format you would use in each of the situations described below.

- C.** Now, choose one of the letter-writing situations above, or make up a real-life situation of your own that requires a letter. Write that letter in the space below. Be sure to use the format that is appropriate to the audience.

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Nouns

Proper nouns, which name specific persons, places, or things, must be capitalized. *Common nouns* are not capitalized. The number of the noun (singular or plural) used as a subject determines the number of the verb used with it. It also determines the number of any pronoun that refers to it. Here are some examples:

- **PROPER NOUNS:** Abigail, California, Brooklyn Bridge
- **COMMON NOUNS:** woman, state, bridge
- **SINGULAR NOUN WITH SINGULAR VERB:** *Abigail* wants to visit New York soon.
- **PLURAL NOUN WITH PLURAL VERB:** The two *friends* want to visit New York soon.
- **SINGULAR NOUN (ANTECEDENT) WITH SINGULAR PRONOUN:** *Jane* lost her umbrella.
- **PLURAL NOUN (ANTECEDENT) WITH PLURAL PRONOUN:** The *boys* bought their own tickets.

A. Write nouns or simple sentences as described below.

1. a. proper noun naming a relative: _____
b. common noun naming a relative: _____
2. a. proper noun naming a city: _____
b. common noun naming a place: _____
3. a. proper noun naming a building: _____
b. common noun naming a building: _____
4. sentence using *apple* as the subject: _____

5. sentence using *grandparents* as the subject: _____

6. sentence using *Linda* as the subject: _____

7. sentence using *the Andersons* as the subject: _____

8. sentence using *computers* as the subject: _____

9. sentence using *Gary* as an antecedent for *his*: _____

B. Each of the following sentences has an error in capitalization or number. Circle the capitalization error or the noun that is used incorrectly. Then, rewrite the sentence correctly by changing the noun or adding or deleting capital letters.

1. The book were delivered to the store two weeks late.

2. The man need several new bookcases.

3. The Wilkinsons buys all her books online.

4. Wanda bought a travel book about austin, Texas.

5. Our city has about 10 Bookstores.

6. David will turn in her book report in May.

7. Maria passed his driving test the first time he took it.

8. Sixteen book were displayed on the shelf.

9. I bought this book in the gift store of the empire state building.

10. The vendors sold her entire stock of travel books.

11. This book is called *Master and commander*.

12. Diane gave more than a hundred Books to charity.

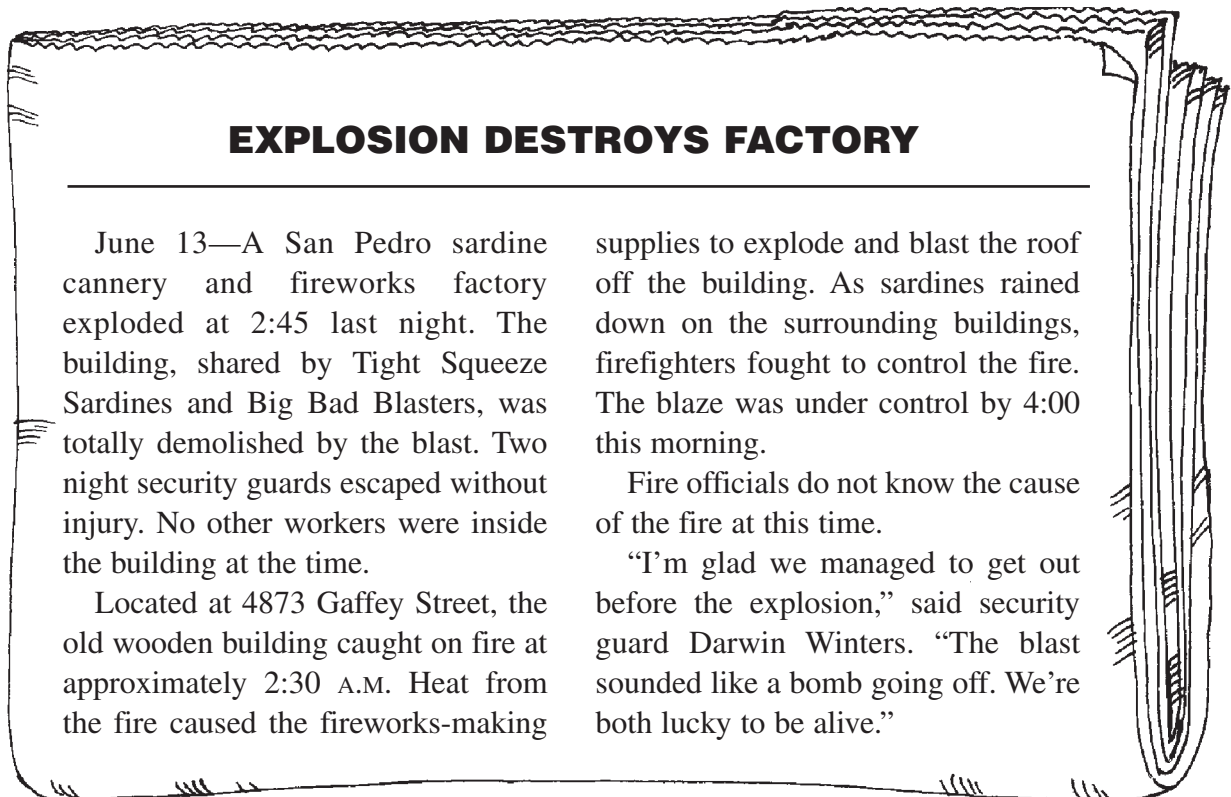
13. Mary's lifelong Love of books began in early childhood.

14. Her Grandmother read to her at every opportunity.

Lesson 19 Newspaper Story

When you scan the pages of a newspaper, you read the headlines first. A headline is like a title—but it is actually more than that. It has key words that tell what the article is about. When you see an interesting headline, you expect that the story will fill in the details. The story will usually answer the following questions: Who? What? When? Where? Why?

A. Read this example of a news story. Then, answer the questions that follow.



1. What is the story about? _____
 2. Where did the disaster happen? _____
 3. Who was involved? _____
 4. When did it happen? _____
 5. Why did it happen? _____
- _____



B. Write your own news story, answering the five Ws of journalism. You may base your story on any of the following ideas, or use one of your own.

a football game

a car accident

a senate vote

a new law

state budget problems

a political election campaign

a meeting between heads of state

a city planning meeting

a big storm

a medical breakthrough

a chemical spill

a train wreck

Lesson 20 Problem-and-Solution Essay

What would you do if your dog misbehaved or your cat clawed the furniture? What if you wanted to decorate a room but had only \$75.00 to spend? What if you were having great trouble understanding the material in a textbook? Or perhaps your kitchen is overrun with ants! Whatever the problem, there is probably a solution—if only you are creative enough to see it!

A. Outline a problem-and-solution essay about a problem you have now or have had in the past. Follow these pointers as you write:

- Begin with a description of the problem.
- Speculate about the cause of the problem.
- Make several suggestions about how to solve the problem.
- Indicate which suggestion you think would be the most effective.
- Comment on the anticipated outcome.

First, write the problem here:

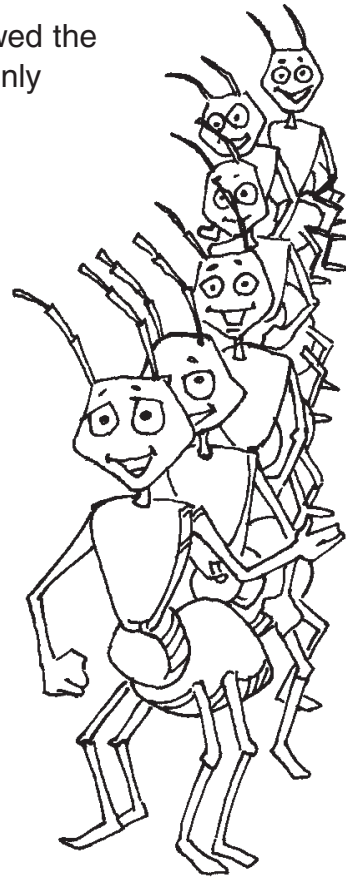
Next, jot down at least four possible ways to solve the problem.

1.

2.

3.

4.





- B.** Using the notes you made on page 56, write a problem-and-solution essay here. As you write, pay special attention to effective sentence order. You might want to begin with the best solution, or you might want to lead up to the best solution. (Hint: It would *not* be a good idea to bury the best suggestion in the middle!)

A large spiral-bound notebook graphic with a black cover and silver spiral binding on the left. The notebook is open to a page with horizontal ruling lines, providing space for writing the problem-and-solution essay.

Lesson 21 School Report: An Admirable Person

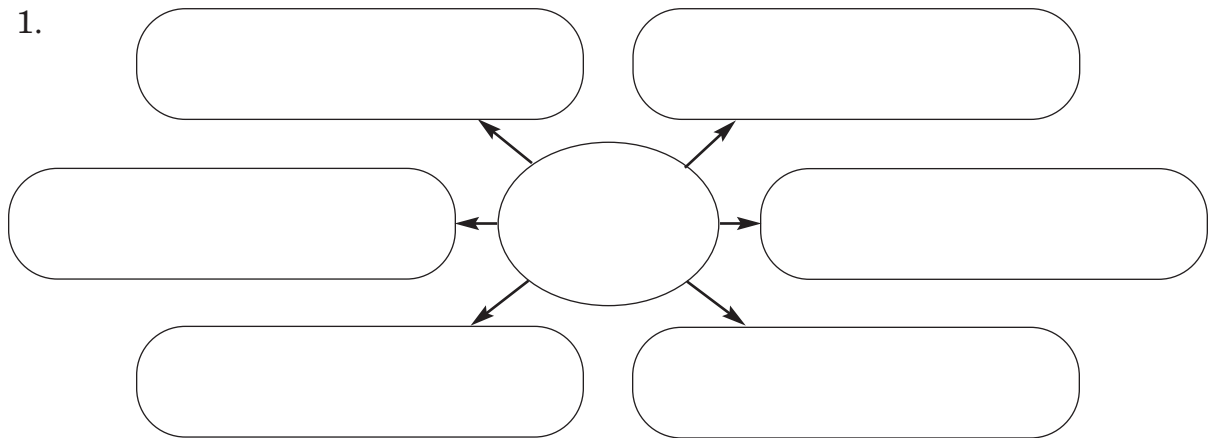
All of us admire other people for various reasons. We may think they're especially attractive, virtuous, effective, important, charitable, or accomplished. We may see them as very athletic, dedicated, generous, talented, or stylish.

- A.** Think about the people you admire. They can be from the past or the present. Make a list here:

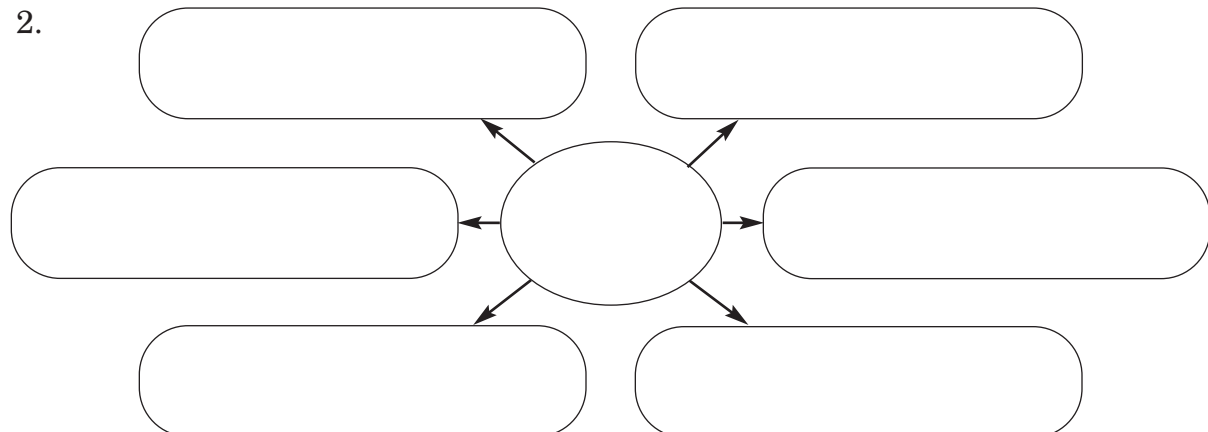
_____	_____
_____	_____
_____	_____

Now, choose two of the people on your list. Complete one of the cluster diagrams below for each person by listing the reasons each person deserves admiration. Write the person's name in the center circle. Write your reasons in the outer circles.

1.



2.





B. Now, choose one of the names from your cluster diagrams. Write a first draft of a brief essay explaining why that person deserves admiration. Use the details in your diagram as the basis of your essay. As you write, follow these tips:

- Use examples effectively.
- Use reference resources, including the Internet, effectively.
- Vary your sentence length.
- Use effective sentence order, making your strongest points either first or last—but not buried in the middle!
- Differentiate between fact and opinion.

A spiral-bound notebook with lined paper, intended for writing a first draft of an essay. The notebook is open, showing the spiral binding on the left and the lined pages on the right.

Now, revise your first draft, making a clean copy of your final, corrected essay.

A spiral-bound notebook with lined paper, intended for writing a revised draft of an essay. The notebook is open, showing the spiral binding on the left and the lined pages on the right.

The Writing Process: Paraphrasing and Summarizing

Paraphrasing and summarizing—what’s the difference between the two?

Read these definitions:

Paraphrasing is the act of restating an author’s idea in different words. The purpose of paraphrasing is to clarify the author’s meaning for the reader.

Summarizing is the act of briefly stating the main ideas and supporting details presented in a longer piece of writing.

Here is an example of an author’s original words followed by a paraphrase:

“Down the mountain, moving beyond a curtain of quivering air, she saw the stage coming, perhaps with letters.” (Wallace Stegner, *Angle of Repose*)

paraphrase: She saw the stage coming from below, possibly carrying mail.

Here is the entire original paragraph and a summary of it:

“Down the mountain, moving beyond a curtain of quivering air, she saw the stage coming, perhaps with letters. If she started in five minutes, she would arrive at the Cornish Camp post office at about the same time as the stage. But the post office was in the company store, where there were always loiterers—teamsters, drifters, men hunting work—whom Oliver did not want her to encounter alone. And Ewing, the manager of the store, was a man she thought insolent. She must wait another two hours, till Oliver came home, to know whether there was mail. If the truth were known, these days she always looked at his hands, for the gleam of paper, before she looked at his face.”

summary: She saw the stage coming, possibly with mail. She could go to the Cornish Camp post office to find out, but she didn’t like the men who loitered there. She’d have to wait two hours for Oliver to come home. Then she could find out if there was any mail.

Following the examples above, write paraphrases or summaries for the following quotations.

1. “He felt apprehension so strongly that at one point it seemed to tighten his throat and nearly caused him to choke on a bite of cornbread.”
(Larry McMurtry, *Lonesome Dove*)

PARAPHRASE: _____

2. “I trust that the reader has been enabled, by the preceding chapters, to form some conception of the magnificence of the streets of Venice during the course of the thirteenth and fourteenth centuries.” (John Ruskin, *The Stones of Venice*)

PARAPHRASE:

3. “There is no shortage of good days. It is good lives that are hard to come by. A life of good days lived in the senses is not enough. The life of sensation is the life of greed; it requires more and more. The life of the spirit requires less and less; time is ample and its passage sweet. Who would call a day spent reading a good day? But a life spent reading—that is a good life. A day that closely resembles every other day of the past ten or twenty years does not suggest itself as a good one. But who would not call Pasteur’s life a good one, or Thomas Mann’s?” (Annie Dillard, *The Writing Life*)

SUMMARY:

4. “As she grew older the group, the herd, which is any collection of children, began to sense what adults felt, that there was something foreign about Cathy. After a while only one person at a time associated with her. Groups of boys and girls avoided her as though she carried a nameless danger.” (John Steinbeck, *East of Eden*)

SUMMARY:

Final Project

Essay

Follow these steps to write an essay:

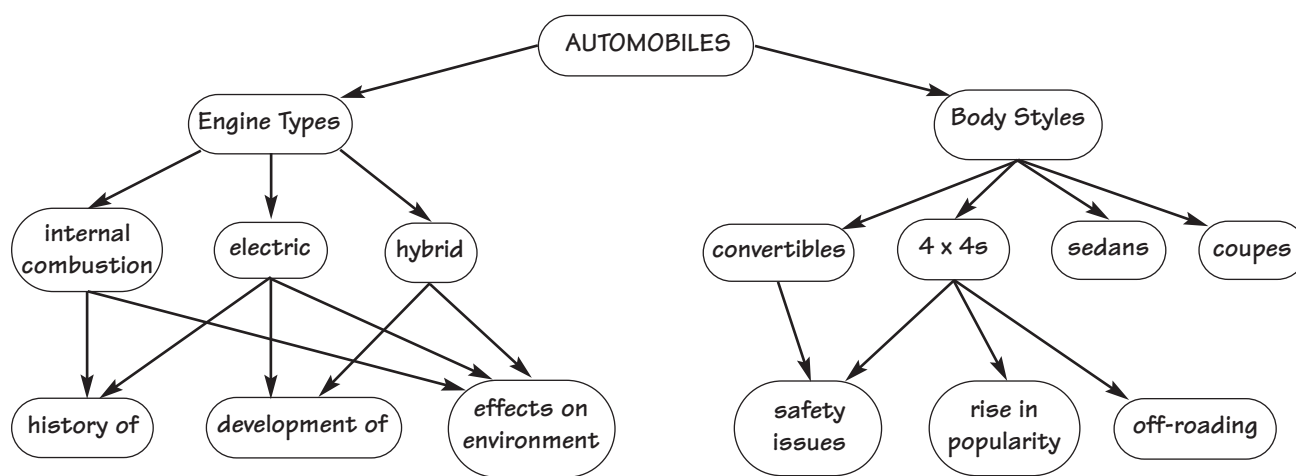
1. Prewriting: Choose a Subject

Make a list of possible subjects for an essay. Your subjects can be based on history, current events, favorite authors, controversial issues, sports, science, or anything else that interests you.

Now narrow your list of possibilities by asking yourself questions like these: Why am I interested in this subject? Can I make it interesting for others? Will I be able to find enough facts to support my thesis? What resources will give me this information? Once you've answered these questions, write your final topic choice here:

2. Prewriting: Narrowing the Subject

Make sure your subject is narrow enough to cover in an essay. Obviously, “the history of Egypt,” “World War II,” or “filmmaking” are too broad. You need to focus on just one aspect of the subject—one that can be thoroughly discussed in a short paper. Here is how one student narrowed down the topic of automobiles:



A suitable subtopic for a short paper might be the environmental effects of the internal combustion engine.

Using the model, make a topic web for your own chosen subject.

Write your narrowed subject here: _____

3. Prewriting: Gathering Details

Before writing your first draft, you need to gather details for your essay. Use a variety of sources, such as books, periodicals, and the Internet. You might also want to interview someone who has special knowledge of the subject. Take notes on separate note cards, identifying the source of the information. You might need to cite the source in footnotes and a bibliography, so be sure to take accurate and legible notes.

4. Prewriting: Organizing Information

Now, organize your cards into sections of related information. As you read through your cards, look for one idea that can be supported by most of the information. This can be developed into your thesis statement, or main idea. Eliminate notes that do *not* support your main idea.

Write your thesis statement here: _____

5. Drafting

After organizing your notes, begin a first draft of your paper. As you write, follow these tips:

- Refer to your notes and plan of organization.
- Stay aware of your audience and purpose.
- Get your ideas down on paper without worrying about every little detail of mechanics. You can polish your work later.

- Write a strong introduction that captures the readers' attention. State your thesis toward the end of the introduction.
- Write the body of the paper, supporting and developing your thesis with solid evidence. You can use facts, statistics, quotations from experts, and so on. Use footnotes to credit all words and ideas that are not your own.
- Write an effective conclusion. You might end with a strong quotation, a prediction, a recommendation to your audience, or a compelling question.

6. **Revising and Editing**

Revise your work, looking for places where you can improve it. Ask yourself questions like these:

- Is the thesis clearly stated?
- Can any unnecessary information be deleted?
- Does the style of the paper suit the audience?
- Is the paper well-organized?
- Within paragraphs in the body, are all topic sentences clear? Are they well-supported by details?
- Can transitional words and phrases be added to improve the flow of your writing?
- Have you credited sources for words and ideas that are not your own?

7. **Have a peer (fellow student) review your work.**

This is always a good idea. Why? Another pair of eyes might see something that you missed. Peers can help each other improve their work.

8. **Proofread your paper.**

Make sure of the spelling, grammar, and mechanics. Errors in these areas can be distracting to your audience.

9. **Make a final copy and publish it.**

You can publish your finished paper in many ways. Here are some ideas:

- Post a copy on a bulletin board in the classroom or on an electronic bulletin board.
- Present your paper orally.
- E-mail your paper to friends.

Writing⁴



A great worktext program from Saddleback!

Each of the four titles targets a specific reason for writing.

✓ Basic grammar and composition reviews featured in every book.

✓ "Real world" lesson themes add interest and relevance.

SAMPLE CONTENT

DESCRIPTIVE Writing

- book and movie reviews
- travelogue
- a character sketch
- fashions

EXPOSITORY Writing

- product warning label
- office communications
- first aid instructions
- answers to essay questions

NARRATIVE Writing

- a mystery story
- an historical event
- personal memoir
- a biography

PERSUASIVE Writing

- letter to the editor
- campaign speech
- product advertisements
- job application cover letter



SADDLEBACK
EDUCATIONAL PUBLISHING

Three Watson
Irvine, CA 92618-2767
Website: www.sdlback.com

Saddleback e-Book